

January, 2013

Dear Title III Directors/Coordinators,

Happy New Year!

Fiscal Responsibility: As you complete your Title III application, keep in mind that the indirect and administrative cost must not exceed 2% of your total Title III allocation (ESEA-Section 3115(b)). For the LEP allocation, administrative costs include both indirect cost as well as administrative function codes 226, 231 and 252. For the immigrant allocation, administrative costs include both indirect cost as well as function codes 226, 231, 252, 281, 282, 283, 284. Attached is an excel spread sheet that includes each district's 2% cap for 2012/2013 **LEP** allocation, ***combining indirect cost as well as administrative cost***. Please ***disregard*** the indirect cost included in the MEGS+ Title III application and use the figure included in the attachment as your district's administrative cap. Consortium leads (fiscal agents) are the **only** ones that may apply 2% on the total allocation prior to distributing any funds and services to consortium members.

I did not include a spread sheet for the immigrant allocation and rely on your accurate calculation for this one! Immigrant funds are to be used for eligible immigrant students (LEP and non-LEP) based on Title III allowable uses of funds as listed in the Title III Immigrant Function codes document available on MEGS+ budget detail 'Help screen.' Please be specific regarding your line items and ensure all expenditures are supplemental to district's obligations toward serving English learners and immigrant students as specified in OCR's Title VI Lau vs. Nichols.

Supplement, not supplant: Two years ago, and in order to ensure Title III allocations are used as supplemental funds, we asked districts to complete a description of their Alternative Language Program for ELs (required by OCR (1964), Lau vs. Nichols and Castañeda vs. Pickard), and send to us/attach to MEGS+. If you have not done so, please attach a description of your district's Alternative Language Program (ALP) to MEGS+ by **January 30, 2013**. Failure to do so will jeopardize your Title III and other federal funding. This alternative language program must provide meaningful access to the core curriculum and direct English language instruction. In its May 1970 memorandum, OCR reported, "Where inability to speak and understand the English language excludes national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students." The Alternative Language Program must be funded from general fund **before other supplemental state and federal monies may be used. It is a required layer of service.** During past Title III Directors conference sessions and in my previous memoranda, we shared with you that the Alternative language services include direct English language instruction based on students' proficiency levels to ensure the curriculum is meaningful, accessible and comprehensible to these students. The alternative language program description should specify who will be providing

services, the frequency and duration of such services. We would be glad to assist you in completing the attached ALP template that I emailed to local Title III Directors in December, 2012.

Service to eligible students in private schools: Many potentially eligible ELs choose to attend private schools. Such students are eligible for federal funds and LEAs must consult and coordinate with the private schools' officials to ensure equitable access to Title III federal program services and funds. Please refer to our website on guidance regarding consultation and coordination of services. A power point dated March 23, 2011 is available at this link:

http://www.michigan.gov/mde/0,1607,7-140-6530_30334_40078---,00.html

Scroll down to 'What's New' and select "Services to English Learners in Private Schools."

Teacher Quality: If you are interested in sending a staff to our SIOP and Blue Print for Exceptional Writing Train the Trainer workshops, ensure these individuals complete the attached application and email it with two support letters to my assistant, Linda Dancer DancerL@michigan.gov by February 10, 2013. Our tentative training dates will take place on May 21-23; and June 27-28. We will cover training cost, books, training materials and meals during the training (breakfast and lunch). **You may use Title III funds to cover your trainer's travel and hotel stay. Please budget accordingly.**

WIDA Adoption: The Michigan Board of Education approved adopting the WIDA ELD standards in its November meeting. An official memorandum was sent from Sally Vaughn, Deputy Superintendent/Chief Academic Officer to all local superintendents. We will provide professional development to a team of Trainers (SIOP trainers and ISDs) in March, 2013. The trainers will then conduct workshops to local districts in addition to other MDE workshops planned for summer 2013.

AMAOs: The AMAO targets for 2012/2013 school year are 81% for AMAO # 1 (progress) and 21% for AMAO # 2 (proficiency). A good practice to follow when analyzing ELPA results are the following:

1. Identify the standards students are struggling with and infuse training on such standards in your professional development to staff and administrators;
2. Identify the students who did not make 4 scale score gain on ELPA along with the standards they did not master. Group the students accordingly, determine an intervention plan, implement, progress monitor and evaluate;
3. Use formative and interim assessment to monitor students' progress toward achieving the identified ELP standards.

Districts that did not meet AMAOs 1 or 2 for one year must develop a Title III improvement plan/revise the current District Improvement Plan (DIP) submitted in AdvancED, and include it in the fall 2013/14 consolidated application for review and approval prior to implementation. Let us

know if you'd like us to provide a webinar on how to improve your current Title III plan, and we will plan accordingly. I have attached a **Guidance Document** that provides steps for revising your current Title III plan for fall 2013 implementation. If you'd like our input, we would be glad to review your improvement plan, provide feedback and guidance.

Entrance and Exit Protocol: Remember to apply the statewide entrance and exit protocol when identifying, placing and exiting all ELs including new students. When receiving new students, check MSDS to see if they were identified as ELs; Coordinate with the sending district to ensure continuity of services and support so students can meet the state language and academic achievement targets. Please ensure **all** eligible ELs have a language other than English (home language or native language) entered in MSDS (at the 'home language' drop down section). As you know, in order for a student to be eligible for Title III funding, at least one of the languages reported must **not** be English.

BAA's Pre-ID window has closed. A number of districts have inquired about the pre-id list and why some students were showing when they believe they were exited. As you know, ELs are exited by mid July each year. Therefore, any ELPA pre-ID students you exited were probably not exited properly and should take ELPA this spring. In order to avoid this problem, I urge you to ask your data/MSDS personnel to always confirm with CEPI that your district's data uploads to MSDS were successful.

As always, Maria Silva and I strive to provide you with the support needed to ensure successful program planning, implementation and evaluation. Call/email us anytime.

Best Regards,

Shereen Tabrizi

Shereen Tabrizi, Ph.D.

Special Populations Unit Manager & Title III Director

Office of Field Service-MDE

Attachments:

1. Data file with 2% cap per district
2. Alternative Language Program template
3. SIOP Train the Trainer application
4. Title III Guidance document for improving Title III Plan